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ABSTRACT

Excerpts from the first "Bulletin" of the President's Commission on Foreign Language and International Studies and an outline of the coordinator's presentation to the Chicago hearing are presented. The objectives of the commission include recommending means for directing public attention to the importance of foreign language and international studies, assessing the need in the United States for foreign language and area specialists, recommending that foreign language area studies programs are appropriate at all academic levels and advising desirable support that should be provided by the public and private sectors, and reviewing existing legislative authorities. Principal points made in commission meetings and hearings in Washington, D.C., New York, Chicago, and San Francisco-Monterey are presented. The foreign language situation in Indiana is discussed by Lorraine A. Strasheim, the coordinator for school foreign languages. Information is presented on enrollments in grades 9 through 12, major causes of attrition, the decline of full-time teaching positions, teacher workloads, supervisory and administrative assistance to teachers, and foreign languages below grade 9. Foreign language programs in the 21st century are also discussed. (SW)

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# indiana university's foreign-language dialog

The President's Commission

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## AN EDITOR'S NOTE

Because the average foreign-language teacher has had extremely little information on the President's Commission on Foreign Language and International Studies, we are bringing you excerpts from the first Bulletin of the Commission, published in April 1979, and an outline of the Coordinator's presentation to the Chicago Hearing.

## THE OBJECTIVES OF THE COMMISSION

(1) Recommend means for directing public attention to the importance of foreign language and international studies for the improvement of communications and understanding with other nations in an incresingly interdependent world.

(2) Assess the need in the United States for foreign language and area specialists, ways in which foreign language and international studies contribute to meeting these needs, and the job market for individuals with these skills.

(3) Recommend that foreign language area studies programs are appropriate at all academic levels and recommend desirable levels and kinds of support for each that should be provided by the public and private sectors.

(4) Review existing legislative authorities and make recommendations for changes needed to carry out most effectively the Commission's recommendations.

PRINCIPAL POINTS
MADE IN COMMISSION MEETINGS AND HEARINGS

Washington, D.C. (October 26-27, 1978)

Americans seem to have developed a "parochial attidude" in the wake of the Vietnam experience. At a time when it is increasingly necessary for U.S. citizens to function as a part of the world community they are tending instead to pull back. The result is an inability to grapple with world issues because the lack of knowledge of foreign languages and cultures leads to reduced understanding.

Signatories to the Helsinki Accords, including the United States, agreed to encourage the study of foreign languages and civilizations in order to expand communication and improve mutual understanding and cooperation. The idea of the Commission has grown in part from this commitment.

The National Security Council staff has noted the disturbing trends in declining enrollment in language studies, reduced support for foreign area research, and reductions in the number of American journalists abroad. In the past decade a lack of funding has resulted in the closing of some area studies centers around the country and the drifting of some area specialists to other fields.

There is an absence of experts in foreign areas for which there is no obvious demand at present.

American business management must "deprovincialize" itself if it is to increase exports.

The elimination of language requirements for college and university admission has become so widespread that even some to the better-known "language-oriented" institutions have dropped them.

New York (January 10-11, 1979)

There is deep professional concern about reductions in the funding of international and area studies programs and centers. Some programs have already vanished, and more budget cutbacks could be disastrous. Although the Commission must wrestle with problems of quality in the centers, the fact is that decreased support may threaten a quantitative shortage of area specialists in specific fields. The "market mechanism" does not seem to be working.

The Commission agreed with one dissenting vote to urge strongly that the "trigger" mechanism not be removed from the funding of Section 6-3 of NDEA Title VI in the reauthorization of the Higher Education Act. Retaining the trigger is necessary to protect international studies centers from new forms of funding erosion pending a careful study of the issues by the Commission in the coming months.

In its vote on the Title VI issue the Commission also expressed strong concern for the important and as yet unmet needs for international education in the schools and in nonformal education.

The funding of international faculty exchanges under the Fulbright program has decreased in constant dollars by more than one-half since 1967. It is difficult to evaluate precisely the significance of these exchanges, but they are widely acknowledged as vital to international education activities. The survey of the experience of Fulbright grantees that is being carried out by the Fulbright Alumni Association in cooperation with the Commission will help document the impact of the Fulbright program on the professional and personal lives of grantees.

Chicago (December 12, 1978)

In their recruiting, businesses give more priority to training in business administration and related fields than to foreign language skills. Business firms may have too short a horizon for their own estimates of their foreign language needs.

Continued on next page

PRINCIPAL POINTS MADE IN COMMISSION MEETINGS AND HEARINGS (Continued)

Since international educational exchanges make possible language learning as well as knowledge of other countries and cultures, more incentives should be provided for overseas study and other kinds of experiences abroad for undergraduate as well as graduate students. The transfer of academic credits earned abroad should be facilitated. The President's Commission should focus on what the federal government's contribution to international exchanges is and how it can help overcome the growing obstacles to exchanges.

The teaching of foreign languages in elementary and secondary schools should be strengthened, and higher education institutions should be much more innovative in their delivery systems. In particular, they should communicate and articulate much more effectively with the schools.

The declining enrollments in foreign language study at all levels is a serious problem whose magnitude cannot be overestimated. Among the deterrents to foreign language programs are a declining school population, the proliferation of electives in secondary schools and colleges, competing priorities in secondary school curricula, and the declining flexibility in teaching staff because of the rising proportion of tenured people. The teaching load of high school teachers of foreign languages is a major concern: from five to seven different classes are sometimes assigned per day, with up to three levels of language teaching in a single classroom.

San Francisco-Monterey (February 23-24, 1979)

Devaluation of the dollar has had a severe impact on undergraduate study abroad; it is important that financial circumstances not limit this opportunity to the affluent.

There is considerable truth to the statement that Americans go abroad to teach, and foreigners to learn, as the majority of American Fulbright scholars go as lecturers, not as researchers. Twice as many foreign Fulbrighters come to the U.S. as Americans go abroad on Fulbrights.

Institutions should be more involved in international faculty exchanges. There has been a decline in such exchanges in the California State University system to just 29 this year among the 12,000 faculty on its 19 campuses.

Foreign language teaching should give more emphasis to communication. More research is needed on the acquisition of foreign language skills.

It might be desirable to establish a national institute for international studies comparable to the National Science Foundation, in order to assure adequate funding of advanced training and research. Such an institute should also provide urgently needed support for the American research centers overseas such as the Universities Service Center in Hong Kong and the American Institute of Indian Studies.

There is need for more support of the less commonly taught languages, such as Chinese and Arabic.

Some Facts about Foreign Language and International Studies in the United States

Nine out of ten Americans cannot speak, read, or effectively understand any language but English

Only 15% of 1976 entering college freshmen said their high school programs prepared them very well in foreign languages.

One-fifth of public high schools offer no foreign language at all.

American institutions of higher education requiring a foreign language for admission or graduation declined from 73% to 53% between 1967 and 1974.

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PRINCIPAL POINTS MADE IN COMMISSION MEETINGS AND HEARINGS (Continued)

Foreign language enrollments in public secondary schools dropped from 4.75 million to 4 million between 1968 and 1974.

Only 14.3% of fall 1977 college freshmen could actually speak a second language.

It is estimated that barely five percent of teachers being trained have any exposure to international, comparative, area, and other intercultural courses in their certification work.

Only 17 percent of American students of foreign languages taught wholly in this country can speak, read, or write those languages easily.

Only 127 American students in higher education were studying Indonesian in fall 1977 though Indonesia is a nation with a population of 140 million, and only 9,809 students were studying Mandarin Chinese, the world language with the most native speakers.

One out of 8 jobs in American industry and one out of 5 in American agriculture now depend on international trade.

There are approximately 10,000 English-speaking Japanese businessmen operating in America, but only 1,000 Americans operating in Japan, of whom few can speak any Japanese at all--which may suggest something about the unfavorable Japanese-American trade balance.

Federal funding for foreign affairs research declined nearly 60 percent (in constant dollars) between 1962 and 1976.

The Ford Foundation, which spent more than $306 million on international education programs from 1951 through 1973, or an average of $13.3 million a year, provided less than $4 million to these in 1978--as a result of reduced budgets and the normal pressures any major foundation feels to respond to emerging new areas of human need. This record of significant and generous action--and of inevitably shifting priority--is among the realities the Commission must consider in reaching its own conclusions and recommendations.

THE DIALOG is the newsletter of the Indiana University Coordinator for School Foreign Languages in cooperation with:

The Department of Classical Studies
The Department of French and Italian
The Department of Germanic Languages
The Department of Slavic Languages and Literatures
The Department of Spanish and Portuguese
The School of Education

Indiana foreign-language teachers are encouraged to submit teaching hints and ideas. Write: The Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401.

Editor.....Lorraine A. Strasheim
Preparation and Mailing.....Margaret Petrochenkov

The President's Commission on Foreign Languages and International Studies
International House, 1414 East 59th Street, Chicago, Illinois
Panel II: Overview of Foreign Language Education in the United States
12 December 1978

Part One
FOREIGN LANGUAGES IN THE "AVERAGE" SCHOOL SITUATION:
WHERE ARE WE?

Lorraine A. Strasheim
Coordinator for School Foreign Languages
Indiana University

I. The "School Coordinator"" An Atypical University Position

A. Established by Indiana University in early sixties out of the budgets appropriated by the state legislature to:

1. Provide information on schools and teachers to the University, e.g., the foreign-language departments, the School of Education, and the University Division, the agency handling freshman admissions;
2. Disseminate professional information to the state's teachers through newsletters, conferences, and workshops;
3. Provide consultant services and shortterm inservice training, both independently and in cooperation with the Indiana State Department of Public Instruction, to schools and teachers; and
4. Serve liaison functions within the University and between the University and the schools of the state.

B. Ongoing assessments in foreign-language education have identified three major changes in the total picture during the seventies.

1. The preservice avenue to the improvement of instruction is all but closed, for the number of openings declines each year; the Indiana Commission on Higher Education has projected a need for only eight graduating teachers to fill foreign-language positions in Indiana schools in the mid eighties.
2. The foreign-language teacher population is tenured, holding life teaching certificates, and without compelling reason to seek additional graduate training.

   a. Estimates of this population have ranged as high as 90 percent in Indiana.
   b. The percentage of permanently certified teachers in New York has risen from 60.6 percent in 1972-73 to 83.8 percent in 1976-77.

3. Declining school populations and budgetary problems do not bode well for the development of new programs; sequence "extensions" will be possible only if there are dramatic rises in the numbers of students wanting these courses.

Recommendation: There must be ongoing studies of the status quo, for whatever directions are to be defined for the future, the point of departure is an essential ingredient to the success of these undertakings.

II. Indiana: A Sample of the Status Quo

A. Indiana is a "middle" state in foreign-language education.



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1. Neither highest nor lowest quarter to third among 50 states in numbers enrolled.
2. Collects data for grades 9 through 12; some states collect enrollments for grades 7 through 12, some collect none.
3. May well be typical of "Louisiana Purchase" states.

B. Enrollments in Grades 9 through 12.

1. Percentage of Total Student Population

   a. 1958-59: 17.6 percent of grades 9 through 12 were in language studies.
   b. Peak was reached in 1968-69: 30.2 percent of these grades were in foreign languages.
   c. Decline since 1969; 1977-78 22.2 percent enrolled.

2. Distribution of Students in Foreign-Language Courses

   a. More than half of all foreign-language students are in the first year; 1977-78 55 percent for all languages, 54 percent for modern languages.
   b. Vast majority are clustered in the first two years; 1977-78 87 percent in all languages, 85 percent in modern languages.
   c. In 1977-78 only 13 percent--15 percent for modern languages--were enrolled in third <u>through</u> sixth years

      (1) Enrollment data no longer collected separately for third through sixth years due to small numbers involved.
      (2) State textbook adoptions no longer extended to fourth through sixth years due to smallness of enrollments.

3. The Rising Attrition Rates between the First and Second Years.

   a. Attrition is very rarely mentioned in the professional literature, although it is a constant and prime administrative concern.
   b. There has been a constant rise of attrition between the first and second years.

      (1) French: 1968-69 25 percent; 1977-78 35 percent.
      (2) German: 1968-69 35 percent; 1977-78 36 percent.
      (3) Latin: 1968-69 43 percent; 1977-78 48 percent.
      (4) Spanish: 1968-69 34 percent; 1977-78 53 percent.
      (5) Indiana's average 1977-78 for both all languages and modern languages was 43 percent.
      (6) The national attrition rate hovers around 50 percent.

   c. An Effort at Perspective on the Problem

      (1) Between 1976-77 and 1977-78 enrollments in Indiana declined by 1.5 percent--1,195 students.
      (2) Between 1976-77 and 1977-78 the 43 percent attrition rate meant that Indiana lost 19,235 students after one year of study.
      (3) Indications are that programs cannot survive into the third year and beyond with attrition rates much over 30 percent between the first and second years.

   d. Major Causes of Attrition

      (1) There has been a proliferation of electives in every area of



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the secondary-school curriculum.
(2) There is a "mythology" which leads students to expect "instant skills.
(3) "Released time" from secondary-school classes for work experiences has reduced the numbers in advanced courses of every subject-matter area.
(4) Foreign-language teachers have been trying to "pack" more and more into the shortened sequences with the result that too much is offered too fast with almost no emphasis on skill-using.
(5) The disappearance and/or weakening of college and university requirements has had the effect of signaling to students that foreign-language learnings are of little value.
(6) Overriding all the causes that can be identified is the fact that society places no value on second-language skills.

Recommendations: 1. An immediate shortrange goal in any undertaking has to be to "shore up" or strengthen existing programs and sequences before any efforts can be made to extend these sequences lower or higher in the grades.
2. There must be a national campaign through the media to build public awareness as to the values of knowing (not learning --as yet) another language featuring people who are bilingual. One possible theme would be to pick up on Paul Tanaka's assertion that "a man who knows two languages is worth two men."

C. The Foreign-Language Teacher Situation

1. The Decline of Fulltime Teaching Positions

a. 43 percent of Indiana's teachers were fulltime in a language in 1976-77.

(1) French: 49 percent fulltime 1972-73, 38 percent 1976-77.
(2) German: 58 percent fulltime 1972-73, 48 percent 1976-77.
(3) Latin: 21 percent fulltime 1972-73, 16 percent 1976-77.
(4) Spanish: 58 percent fulltime 1972-73, 54 percent 1976-77.

b. Reasons for the Decline

(1) Taxpayers' demands for minimum class sizes, usually 15, all but eliminated fifth- and sixth-year courses.
(2) Budget constraints forced the assignment of "elective" foreign-language teachers to "required" courses in other disciplines; many fourth- and third-year courses were lost in this way.

2. Teacher "Work Loads"

a. Teachers have often been the "victims" of their training, for institutions of higher learning--the education and language components--do not pay close attention to:

(1) What skills and what types of knowledge the teacher needs in today's classrooms;
(2) What resources the teacher will have; and
(3) What a teaching day is like in the schools.

b. Examples of daily schedules in a large urban high school show:



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(1) That multiple daily preparations are necessary in extensive sequences.

(2) That, despite textbook authors' and publishers' advice to select and adapt from today's enormous texts, the teachers simply, by virtue of the rigors of the teaching day, cannot adapt 3 or 4 textbooks each semester or year.

| | | |
|---|---|---|
| Period 1 | Spanish 5 (31) | Study Hall |
| 2 | Spanish 5 (29) | French 3 (24) |
| 3 | Spanish 7 (28) | French 1 (33) |
| 4 | Spanish 9 (15) | French 3 (24) |
| 5 | Corridor Duty | French 1 (36) |
| 6 | Spanish 3X (15) | French 3X (18) |
| 7 | Spanish 5 (22) | Study Hall |

| | |
|---|---|
| Period 1 | German 1 (29) |
| 2 | Advanced German Composition (8) |
| 3 | German Short Story (11) |
| 4 | German 3 (17) |
| 5 | German 5 (21) |
| 6 | German 3X (11) |
| 7 | German 5 (16) |

| | | |
|---|---|---|
| Key: | 1 First Year | 7 Fourth Year |
| | 3 Second Year | 9 Fifth Year |
| | 5 Third Year | X Advanced Placement |

(3) That low enrollments sometimes force the offering of "combined" or multilevel classes in a single class period.

| | |
|---|---|
| Period 1 | Study Hall |
| 2 | Latin 5/7 (8) |
| 3 | Study Hall |
| 4 | Exploratory Latin (13) |
| 5 | Latin 3 (12) |
| 6 | Latin 1 (27) |
| 7 | Spanish 1 (25) |

Sample schedules provided by Rita Sheridan, Foreign Language Supervisor, Indianapolis Public Schools.

c. The situation is substantially worse in smaller school systems. There the teachers:

(1) Have multiple preparations in fulltime positions;

| | |
|---|---|
| Grades 5-8: | 2 Beginning French (Regular) |
| | 2 Beginning French (Enriched) |
| | Advanced French (Regular) |
| | Advanced French (Enriched) |
| | Introduction to French (Enriched) |

(2) Have multiple and multigrade preparations in two or more disciplines (8 percent of Indiana's foreign-language teachers have daily assignments in 3 subject-matter areas of the curriculum);

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Grades 6-8: 6th Grade Spelling
8th Grade Language Arts
8th Grade French
Grades 9-12: Freshman English
First-Year French
Second-Year French

(3) 38 of 90 respondents to a survey of daily responsibilities indicated that they had multilevel classes in a single class period plus responsibilities in two disciplines.

Grades 9 12: First-Year German
Second- and Third-Year German
English Composition
World Literature
Language Arts Variety Pak

Grades 9-12: Study Hall
Third- and Fourth-Year Spanish
First-Year Spanish
Second-Year Spanish
First-, Second-, and Third-Year French

Class schedules in "c" were responses to survey by Coordinator for School Foreign Languages, Indiana University, 1978.

d. Multilevel classes in a single class period are proliferating in all schools for a variety of reasons:

(1) Numbers enrolled too small to permit separate classes, e.g., third- and fourth-year Latin;
(2) Extensive sequences in which few are expected to enroll, e.g., fifth- or sixth-year French or Spanish;
(3) Efforts to balance a single class overload in the absence of additional staff;
(4) School's trying to offer a language for a small minority, e.g., Latin or Russian; and/or
(5) The size or financial situation of the school necessitates scheduling the teacher in another discipline which s/he is licensed to teach.

e. Supervisory and Administrative Assistance to Teachers

(1) Indiana has only 5 supervisors in the entire state, in 4 school systems.

(a) 2 in Indianapolis--a supervisor and an assistant.
(b) 1 in a township abutting Indianapolis.
(c) 1 in Evansville with responsibilities in language arts and foreign languages.
(d) 1 in Gary with responsibilities in social studies and foreign languages.

(2) In 371 high schools, only 1 of which offers no foreign language, there are only 87 department chairpersons to offer even minimal help and guidance.

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(3) The State Consultant

(a) This position still exists, but it is funded by "soft" monies.
(b) Annual hope is to secure position by paying for it out of budget appropriated by the legislature.
(c) Much of Consultant's time is consumed by regulatory and supervisory responsibilities.

Recommendation: Since the foreseeable future will not, in all likelihood bring with it reduced daily preparations, teachers, articulation problems --even within a school system, and the attrition rates all demand that funding be made available to define realistic learning outcomes--minima--for the various stages of the foreign-language sequence:

1. To serve teachers too busy or insufficiently trained to perform this task for their schools; and
2. To serve as guidelines to textbook authors of the near future.

The time and class demands that teachers face mandate teachable texts in the future, replete as to skill-using activities and designed realistically to fit the time available for instruction. Minimal learning outcomes are an imperative in this process.

D. Foreign Languages below Grade 9 in Indiana

1. At its peak in the late sixties, foreign language in the elementary school (FLES) extended to only 40 or so programs in over 300 school corporations.

a. Extended sequence rarely worked much beyond the third year of study in practice, almost never to the six and nine years envisioned by FLES planners.
b. Today there are a handful of programs for gifted or exceptional children.
c. Indianapolis Latin FLES Program

(1) designed to improve students' English reading and vocabulary skills, the course is not a Latin offering in the traditional sense.
(2) It was taught by traveling specialists under "soft" funding; today it is taught by classroom teachers under the direction of a specialist-coordinator and funded as a part of the school's appropriated budget.
(3) The program, due to its positive results, has expanded to more schools each year.

d. There is a growing interest in foreign-language units to be incorporated into elementary-school language arts; few administrators are willing to consider any offering which is the first step in an extended sequence.

2. Junior high school programs were decimated by the budget "crunches" of the early seventies with only 9th grade courses surviving.

a. Some 7th and 8th grade offerings are being restored due to parental pressure.

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b. There is a growing interest in exploratory foreign-language offerings--to help the students:

(1) Learn how to learn a language;
(2) Select a language for study more intelligently;
(3) Become more familiar with ethnic or community languages as well as those studied indepth in the high school; and
(4) Develop, through an introduction to several languages in structured and parallel experiences, what Robert G. Hanvey calls "perspective consciousness" and "cross-cultural awareness."

With these "givens" or "seeds," what kinds of foreign-language programs can be developed in a society placing greater value on language and second-language skills as we move toward the 21st century? What kinds of retraining and support systems will be required?

## A POSTSCRIPT SUGGESTED AFTER THE PANEL

The enrollment patterns, the difficulties in scheduling classes when there are regulations as to minimal class sizes, and the teacher daily work loads become clearer if we try to think of a hypothetical high school in Indiana.

The average high school has about 1,000 students. Following the percentages, this high school has:

| | | |
|---|---|---|
| 22% of the total student population in languages--220 students | | |
| 25% of these students are in French | | 56 students |
| 15% of these students are in German | | 33 students |
| 7% of these students are in Latin | | 16 students |
| 52% of these students are in Spanish | | 115 students |
| | Total | 220 |

The enrollments by levels would then pattern as follows:

| | | | |
|---|---|---|---|
| FRENCH | 52% in first year | 29 | At best this teacher would be assigned three French classes with third and fourth years combined. Some schools would have to combine the second, third and fourth years or cancel the fourth. |
| | 31% in second year | 17 | |
| | 17% in advanced French | | |
| | in third year | 7 | |
| | in fourth year | 3 | |
| | Total | 56 | |
| GERMAN | 49% in first year | 16 | This teacher can be assigned two German classes, one first year and one with the second and third years combined. |
| | 33% in second year | 11 | |
| | 18% in advanced German | | |
| | in third year | 6 | |
| | Total | 33 | |
| LATIN | 58% in first year | 9 | In all likelihood, all three years would have to be offered in one class period. |
| | 33% in second year | 6 | |
| | 9% in advanced Latin | | |
| | in third year | 1 | |
| | Total | 16 | |
| SPANISH | 56% in first year | 64 | This teacher would be assigned two first-year classes (three in a generous system), one second year class (two in some systems), and a class with the third and fourth years combined. |
| | 30% in second year | 35 | |
| | 14% in advanced Spanish | | |
| | in third year | 11 | |
| | in fourth year | 12 | |
| | Total | 115 | |

Only the Spanish teacher has any hope of a fulltime foreign-language work load. Even then, s/he will have multiple preparations, too many to permit:

1. The extensive adaptation of the several textbooks employed;
2. The preparation of learning activities for any of the several classes except on a very occasional basis; and/or
3. Keeping up to date in the professional literature and adapting techniques and approaches found there.

At best, this teacher can hope that his or her new texts, adopted by state law at five year intervals, will strengthen each course offering and the sequence.

FOREIGN LANGUAGE PROGRAMS:
REACHING TOWARD THE TWENTY-FIRST CENTURY

1. Language learning is defined as a process to be engaged in at any stage of life and to a depth commensurate with the needs and interests of the learner.

2. Schools and teachers retain options in the development of school-specific courses and programs.

3. The movement in the foreign-language education of the future will be away from the development of skills to facilitate travel and toward the preparation of citizens with global perspectives and skills appropriate to life and work in the world community.

4. Focus on interdisciplinary and multidisciplinary content offers the learner language skills as means to his or her personal objectives rather than as ends in themselves.

5. Learner entry and/or reentry is possible at every stage.

6. Education in the 21st century will see other languages added to or replacing the commonly taught languages--French, German, Latin and Spanish; the curriculum in the near future will offer Chinese, Japanese, Russian, Arabic, and some African languages.

Part Two
FOREIGN LANGUAGES IN THE "AVERAGE" SCHOOL SITUATION:
REACHING TOWARD THE 21ST CENTURY

I. The Problem

A. People who were educated at least twenty-five years ago are faced with the need to make the best educational decisions possible for those who will be assuming citizenship and leadership roles twenty-five years (or more) in the future.
B. Any foreign-language plan for the future must capitalize on the knowledge the profession already has, especially that gained in the past decade of innovation and experimentation, for there are no indications that massive funding will be possible in this country's current economic environment.
C. Revitalized ways of inservice training and staff development must be found to address and motivate a teacher population which is, by and large, tenured in and certified for life.
D. The thinking must go beyond the commonly taught European languages to languages not historically part of foreign-language curricula in the schools --Chinese, Japanese, Russian, Arabic, and some of the African languages.

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II. A Pyramid of Foreign-Language Program Possibilities

A. General Characteristics

1. Language learning, in keeping with the futurists and lifelong learning advocates, is defined as a process to be engaged in at any stage of life and to a depth commensurate with the needs and interests of the learner.
2. Learner entry and/or reentry is possible at every stage of this model.
3. In keeping with the principle of local control, schools and teachers retain options in the development of school-specific courses and programs. For example, the options for the elementary school include:

   a. Immersion Programs in which the foreign language is the medium of instruction, beginning with all instruction in the second language in kindergarten and diminishing to 50 percent by grade 6.
   b. The standard FLES (Foreign Language in the Elementary School) program in which the elementary classes constitute the first step (level one) in the system's sequence of foreign-language offerings.
   c. Self-contained Latin FLES (or other language) offerings of a year or two designed to improve the students' reading and vocabulary skills in English.
   d. Foreign Language Arts in the Grades (FLAG), consisting of occasional shortterm units to be incorporated into the students' language arts learnings, offer the possibility of providing foreign-language experiences in the small system or in the community where extended sequences cannot be supported.

4. Education in the 21st century will see other languages added to or replacing the commonly taught languages--French, German, Latin, and Spanish; the curriculum in the 21st century will offer Chinese, Japanese, Russian, Arabic, and some African languages.
5. The movement in foreign-language education, beginning in the immediate future will be away from the development of skills to facilitate travel and toward the preparation of citizens with global perspectives, cross-cultural awareness, and skills appropriate to life and work in the world community.
6. The focus on interdisciplinary and multidisciplinary content offers the learners language skills as a means to his or her personal objectives rather than as ends in themselves.

B. The diversified interest-centered component includes:

1. Preparation for careers involving foreign languages;
2. The opportunity to study other disciplines in another language;
3. The possibility of maintenance of skill individualized and/or personalized offerings; and
4. "Magnet" international schools.

C. The Interdisciplinary or Multidisciplinary Content Focus

1. The standard sequence in the high school includes multidisciplinary content:

   a. To hold the interest of students through content commensurate in substance with that in their other courses;
   b. To prepare students for life in the international community; and
   c. To restore some foreign-language "basics"--the humanities.



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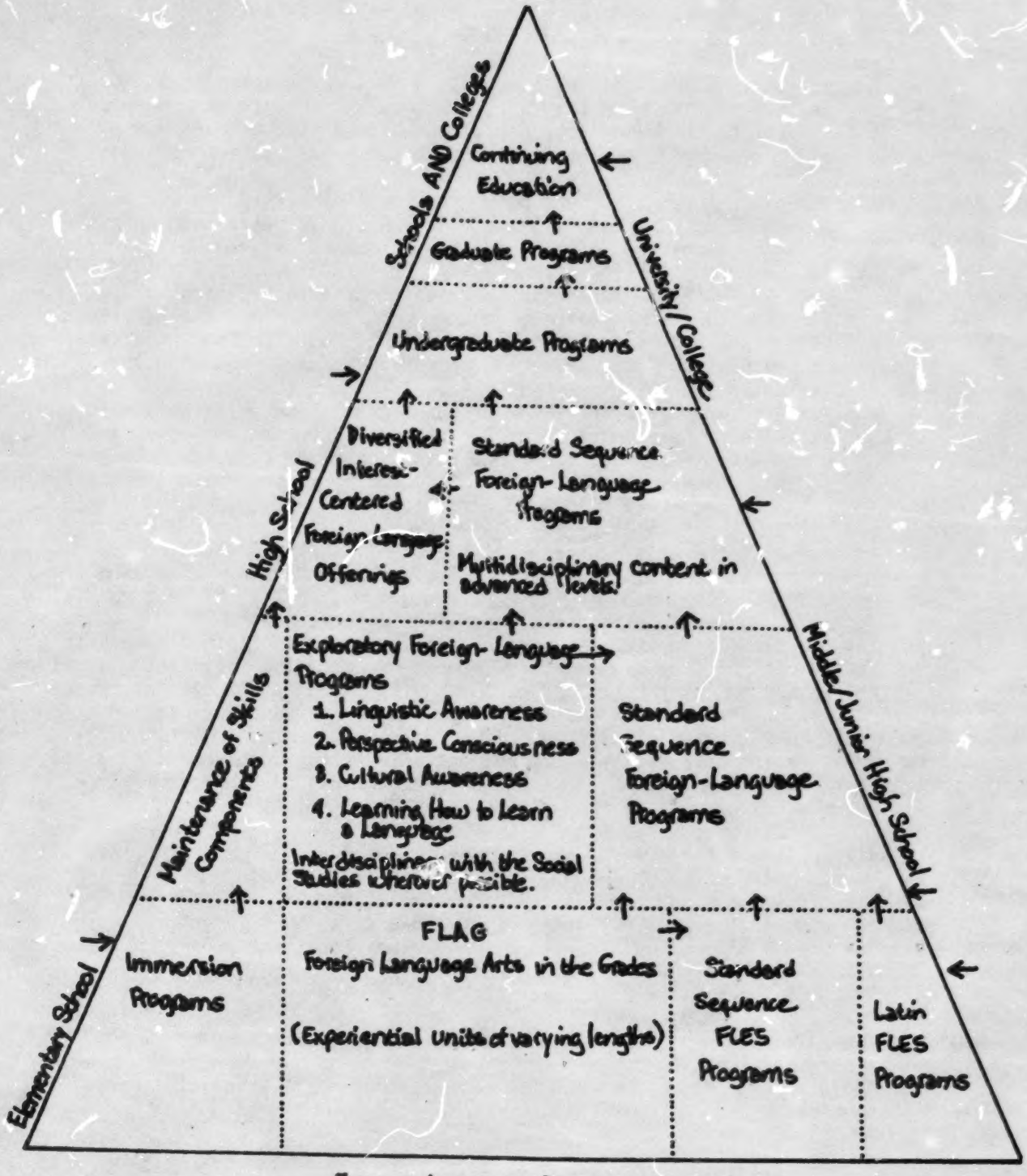


Foreign-Language Programs:
Reaching Toward the 21st Century

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2. Interdisciplinary and multidisciplinary faculty cooperation will be necessary to:

   a. Define goals, objectives, and learning outcomes;
   b. Prepare materials to be used jointly and/or independently; and/or
   c. Develop procedures and guidelines for "shared" or "teamed" instruction.

D. The Role of Latin in the 21st Century

1. Latin courses can certainly be vehicles for many of the concepts we desire to teach; the important factors are:

   a. That the "connections" be clearly made; and
   b. That the ways in which Latin is learned to not serve to impede students in their learning of modern languages.

2. The goal proposed by Gilbert Lawall, president of the American Classical League, in a Personal Communication, November 29, 1978:

   All students in American schools should have the opportunity to come into contact with achievements of great human significance . . . because of the enrichment they can bring to their experience, to grapple with the problems of understanding a culture very different from their own . . ., and to recognize the significance . . . of Greece and Rome for their own European inheritance.

E. Teaching Materials in the 21st Century

1. During the audiolingual revolution of the sixties, the constant call, in the light of teachers' linguistic limitations, was for "teacherproof" materials; in the eighties the call has to be, in the light of teacher work loads, for teachable materials which:

   a. Fit the minimal learning outcomes defined for each stage;
   b. Provide a balance of skill-getting and skill-using activities;
   c. Move some of the linguistic content "backward" into the advanced courses and some of the humanistic content "forward" into the earlier stages;
   d. Are one-third to one-half of the present textbook size to make mastery possible; and
   e. Are appropriate to the time available for instruction and require little adaptation.

2. Existing funds should be made available:

   a. To fund local interdisciplinary and multidisciplinary curriculum development;
   b. To fund the development of materials in languages not now taught in the schools; and
   c. To fund the development of presecondary materials, especially those:

      (1) Related to Foreign Language Arts in the Grades; and
      (2) Related to middle school and junior high school programs with cross-cultural foci.

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III. Inservice Training and Staff Development for the 21st Century

A. All avenues of staff development should be exploited, including the opportunities available through:

1. School Systems
2. Professional Associations
3. State Departments of Public Instruction

B. Funds should be made available for mutually interactive approaches to the retraining of teachers, the development of materials and curricula, and the redesigning of college and university programs in which the cooperating agencies have both joint and independent responsibilities and "products" or "outcomes."

1. The School System or Consortium of Regional Schools:

a. Receives concrete, specific, and extended training for teachers, making time, meeting rooms, and some resources available;
b. Develops tentative working goals:

(1) For individual teachers, and
(2) For the program(s) to be developed; and

c. Develops course goals, curriculum guides, and teaching materials.

2. The University or Consortium of Colleges:

a. Develops multidisciplinary courses build on needs and goals of the participating teachers;
b. Validates and corrects materials prepared in the schools; and
c. Establishes processes for utilizing the knowledge gained in working with schools and teachers to:

(1) Impact upon undergratuate language programs;
(2) "Adjust" preservice training programs; and
(3) "Adjust" graduate teacher training programs.

3. Joint Responsibilities:

a. Jointly developed decisions as to:

(1) Procedures;
(2) Needs;
(3) Goals;
(4) Content of "courses" for teachers; and
(5) Evaluation

(a) Immediate and
(b) Longrange

b. Classroom assistance from "on call" consultants ready with relevant and practical advice.
c. Machinery for obtaining the necessary feedback and opportunities to share--and solve--problems.

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RETRAINING INSERVICE TEACHERS FOR THE 21ST CENTURY: MUTUALLY INTERACTIVE APPROACH

**The School System or Consortium of Regional Schools**

Receives concrete, specific and extended training for teachers, making time, meeting room, and some resources available.

Develops tentative working goals:

1. For individual teachers, and
2. For the program(s) to be developed.

Develops course goals, guides, and teaching materials.

**Joint Responsibilities**

Jointly developed decisions as to:

1. Procedures
2. Needs
3. Goals
4. Content of "courses" for teachers
5. Evaluation
   a. Immediate
   b. Longrange

Classroom assistance from "on call" consultants ready with relevant and practical advice.

Machinery for obtaining the necessary feedback and opportunities to share problems.

**The University or Consortium of Colleges**

Develops multidisciplinary courses built on needs and goals of the participating teachers.

Validates and corrects materials prepared in the schools.

Establishes processes for utilizing the knowledge gained in working with schools and teachers:

1. To impact upon undergraduate language programs,
2. To "adjust" preservice training programs, and
3. To "adjust" graduate teacher training programs.

4. Advantages of a mutually interactive approach to inservice training and staff development:

   a. The college or university is not dealing with idealistic "prescriptions" but rather with the solution of existent problems;
   b. The teacher is not personally charged with the responsibility--on his or her own time and wholly at his or her initiative--with the updating of the curriculum, for the school system is also committed to the process; and
   c. All the participants benefit from the undertaking in improved curricula and instruction.

Postscript

The entire presentation, parts one and two, was positively received by those participating in Panel II. In Part Two, I have incorporated the participant suggestions, for they were excellent and contributed to strengthening the original ideas presented.

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15 December 1978

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